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AUTHOR Walker, Bonnie L.
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ABSTRACT

The curriculum guide is an instructional package designed for beginning pre-college drama students with hearing impairments. The seven lessons emphasize work requirements in the theater as well as an understanding of drama. Each lesson includes a list of lesson objectives, materials provided, materials and equipment needed, and vocabulary introduced in the lesson. There follows, then, a description of a related activity, with suggestions for class discussion or further projects. Lessons address the following aspects: components and definition of a play, the role and function of a playwright, roles of designers and technicians, actors, makeup application and use, the responsibilities of directors, and preparation for a career in the theater. The guide was field tested with five students and two teachers and revisions were subsequently made. (CL)

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CAREER EDUCATION PROJECT

Teacher's Guide

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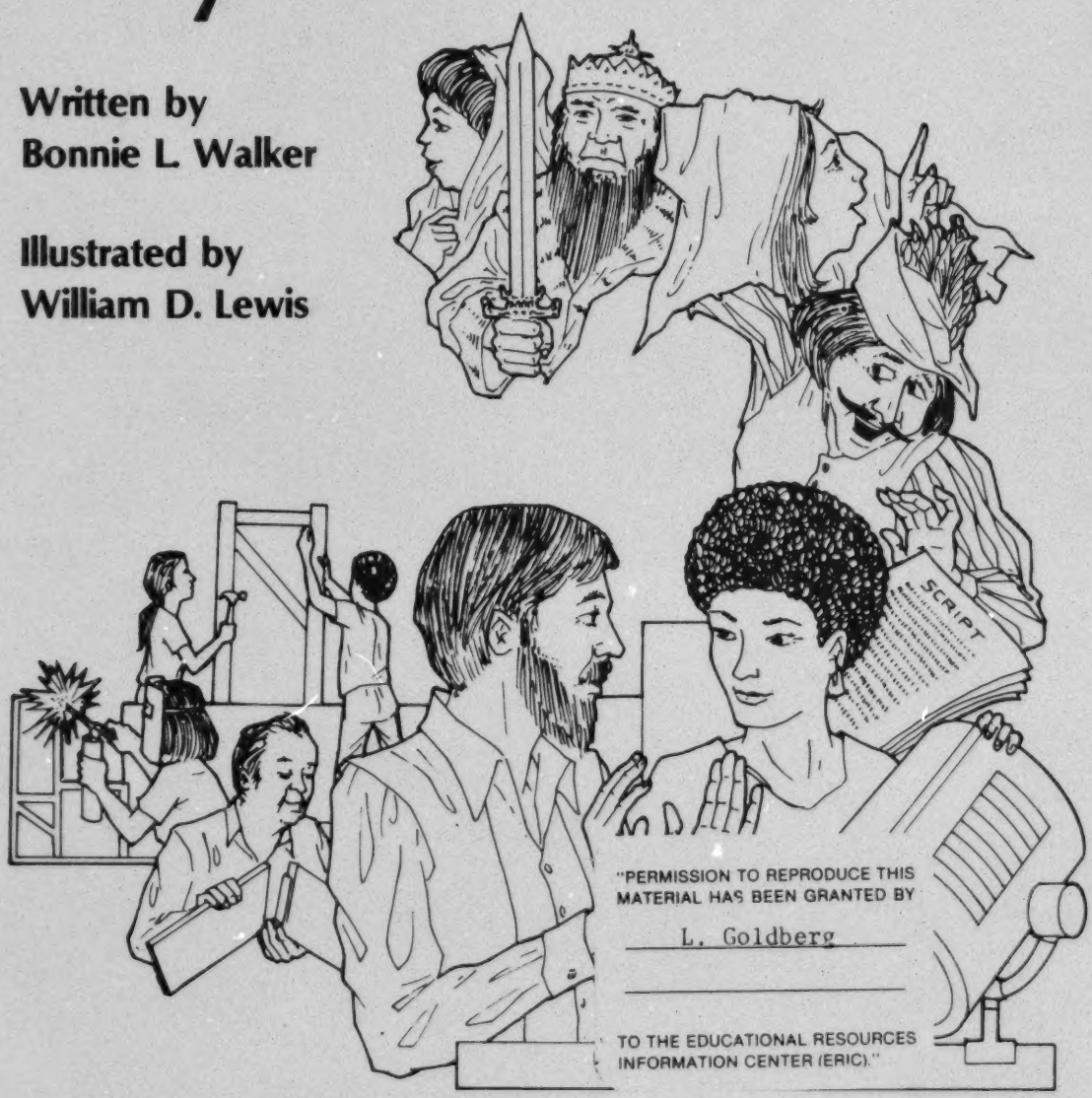
Introduction To

Play Production

Written by
Bonnie L. Walker

Illustrated by
William D. Lewis



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FOREWORD

The Pre-College Programs of Gallaudet, which is comprised of the Kendall Demonstration Elementary School (KDES) and the Model Secondary School for the Deaf (MSSD), has a specific commitment to serve the profession of education of the hearing impaired at large. The very nature of the terms "demonstration" and "model" implies both exemplary programming and sharing. The Pre-College Programs' commitment to the profession will be met through a variety of strategies, one of which is making materials such as these available to interested schools and programs.

Curriculum materials developed by KDES and MSSD were designed for use within the two schools and also for use or adaptation by other programs. All such products have been used successfully in the classroom by experienced teachers, and many have undergone formal validation through pilot or field testing in a variety of internal and external settings. In instances where formal validation has been conducted, a summary of the findings has been included in the teacher materials.

The Pre-College Programs employs a total communication philosophy, but where this philosophy should conflict with a user's own philosophy, these materials may and should be adapted to fit local circumstances.

The production of this set of materials is the result of many hours of work by numerous individuals. Appreciation is expressed to all who have participated and contributed to their development. The comments and suggestions of a number of individuals also were helpful and are much appreciated.

Pre-College Programs wants to encourage input from the users of our materials and would appreciate receiving comments and suggestions to guide us in the development of future products.

Robert R. Davila
Vice President for MSSD/KDES

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INTRODUCTION

NOTES TO THE TEACHER

Description of the Unit

Introduction to Play Production is an instructional package designed for beginning drama students. The lesson objectives stress an awareness of job requirements and work environments in the theatre as well as an understanding of the elements of drama. The materials are arranged in seven lessons, each with readings and other activities related to the lesson objectives. Students will be introduced to a variety of jobs needed for the production of a play. The package is recommended for use with secondary level students enrolled in either a drama or an English course. *Introduction to Play Production* will require approximately forty-five hours of classroom instruction.

Each lesson includes directions for several activities designed to develop the concepts and vocabulary related to the lesson objectives. Lesson One stresses the elements of a play. Lessons Two through Six focus on the work of the playwright, designers and technicians, the actor, and the director. A field trip to a theatre is included in Lesson Three. The last lesson includes information about ways that the students can explore and prepare for careers in the theatre.

The learning strategies employed in the package include readings, group discussions, games, role plays, and puzzles. Many activities described in the Teacher's Guide have corresponding exercises in the Student Workbook. Activities are included in each lesson to provide vocabulary practice.

Resources

The following materials are included with the instructional package:

A Teacher's Guide

A Student Workbook

Filmstrip, Applying Makeup

The following resources are needed to teach the unit:

Overhead projector

Chalkboard

Bulletin board space

Site for a field trip and transportation

Magazines

Scissors and tape

3" x 5" file cards

Captioned 16mm films

16mm film projector, screen, and takeup reel

Cameras, film, and flash equipment (optional)

Laminating equipment and materials (optional)

Videotape recording equipment

The following films are available from Captioned Film Services:

Deafula (B&W) 90 minutes

Big Red (C) 89 minutes

Billy Budd (C) 123 minutes

Born Free (C) 95 minutes

Boy Named Charlie Brown, A (C) 85 minutes

Computer Wore Tennis Shoes, The (C) 91 minutes

Escape From the Planet of the Apes (C) 98 minutes

Heart is a Lonely Hunter, The (C) 122 minutes

Johnny Tremain (C) 80 minutes

Man Without A Country, The (B&W) 25 minutes

Stingy Pawnbroker, The (C) 26 minutes

Tyger, Tyger (C) 17 minutes

Send orders for films to: Captioned Films for the Deaf
624 East Walnut Street, Suite 223
Indianapolis, Indiana 46204

For general information address inquiries to:
Captioned Films and Telecommunications Branch
Bureau of Education for the Handicapped
U.S. Office of Education
Washington, D.C. 20202

Advance Preparation

Lesson 1, What is a Play?

- Arrange to have an overhead projector and a 16mm film projector, takeup reel, and screen in the classroom.
- Cut up Teacher Resource Sheet A, Vocabulary Cards.
- Order a filmed play from Captioned Film Services for the Deaf. See page 3 for a suitable list of films.
- Arrange for a field trip to a signed performance of a play if possible.
- Write or contact the Eugene O'Neill Memorial Foundation, Waterford, Connecticut, to obtain a current schedule of the National Theatre of the Deaf.

Lesson 3, Designers and Technicians

- Cut up Teacher Resource Sheet C, Stage Directions.
- Cut up Teacher Resource Sheet D, Job Cards.
- Arrange for students to use the library to find information about costumes or have books with information about costumes available in the classroom.
- Make arrangements for students to tour the backstage areas of a local theatre.
- Arrange to have an overhead projector in the classroom.

Lesson 4, The Actor

- Cut up Teacher Resource Sheet E, Show a Feeling; Teacher Resource Sheet F, Do Something; and Teacher Resource Sheet G, Become a Character.
- Arrange for videotape recording equipment.
- Select a short play or scene and prepare copies for each student.

Lesson 5, Using Makeup

- Obtain a makeup kit.
- Arrange for a makeup demonstration.

Class Management

Introduction to Play Production is designed to be used by a group of students with teacher guidance. The Student Workbook is not intended to be used by students independently but in conjunction with the activities described in the Teacher's Guide. Teachers should supplement the materials as needed to meet the needs of the individual students.

Each student should receive a copy of the Student Workbook to write in and keep as a record of his or her work. Activities in the workbook are labeled with the corresponding lesson and activity number as given in the Teacher's Guide.

Evaluations

- Review Lessons are provided for the evaluation of the lesson objectives. A Class Progress Log is provided for teacher record keeping on page 9 .
- The last activity in the workbook is the Unit Review. Teachers may wish to use the Unit Review as a pretest, a posttest, or both. The Answer Key to the Student Workbook identifies the related objective for each test item.
- The Materials Evaluation Form included on page 7 may be completed and returned to the developers of these materials. The information will be used to make revisions in future editions of the package.

Evaluation Report Summary

The following is a summary of the evaluation report of *Introduction to Play Production* which describes the results of the 1977 pilot test of the instructional package. The complete report is available upon request. Write: OUTREACH, Box 114, Pre-College Programs, Gallaudet College, Kendall Green, Washington, D.C 20002.

The goals of *Introduction to Play Production* are:

(1) to acquaint students with the basic elements of drama and

(2) to familiarize students with the various occupations involved in taking a play from an idea to a stage production.

It is proposed that the unit be included in drama or English courses. The unit lessons incorporate a variety of instructional and learning modes. Teacher and student-directed activities as well as group and individual work are included.

Five students and two teachers within an established drama class at the Model Secondary School for the Deaf tried out the unit. The class met for 45 minutes two mornings a week and for 90 minutes a third morning from February through June, 1977.

Judgments were needed about the extent to which: (1) students learn from the unit, (2) the unit is useful/manageable, and (3) students and teachers enjoy the unit. In order to make these judgments, answers to a number of questions were sought by having the students complete the same multiple choice test before and after experiencing the unit, and having them complete evaluation activities at the end of each lesson; gathering the teachers' and students' reactions about the effectiveness of each lesson; maintaining progress logs and attendance records; and observing and interviewing the teachers and students.

From the evaluation results available, a slight increase in concept acquisition was indicated. It appeared from the pilot test data that approximately nine weeks should be allowed for the completion of the unit. Teachers' reactions to the unit were quite favorable. Student response, in part, was not as favorable, though this response may be largely due to participation in other courses with similar or overlapping content.

Revision suggestions which focus on reformatting the materials point to the need for an expanded student workbook. Other revision suggestions focused to a great extent on the introduction, development, and practice of language and vocabulary. It is recommended that the unit be revised accordingly and thereafter considered for national dissemination.

Materials Evaluation Form

Introduction to Play Production

Name of Reviewer _____ Dates of Use _____

Position _____ Number of Students _____

Organization _____ Communication Method Used _____

Educator of the deaf for _____ yrs. Name of Course or Curriculum Area _____

Please answer each question *yes* or *no*. Use the space to make suggestions for future revisions of the materials.

_____ 1. Overall, did the students accomplish the specified goals and objectives?

_____ 2. Are the materials relevant to the students' learning needs?

_____ 3. Did you find the materials interesting?

_____ 4. Did the students find the materials interesting?

_____ 5. Did the students have trouble reading the materials they used?

_____ 6. Were the materials easy to use?

_____ 7. Will you use these materials again?

_____ 8. Will you recommend these materials to others?

Use the following space to note changes you strongly feel should be made in the materials. Also, if while using the materials you made adaptations or substitutions that seemed to work, please describe them.

Please complete this form and return to: OUTREACH, Box 114, Pre-College Programs, Gallaudet College, Kendall Green, Washington, D.C. 20002.

CLASS PROGRESS LOG

Directions: Record student scores for each Lesson Review activity. Each activity corresponds to one of the unit objectives. The items on the Unit Review are in sequence for each of the objectives. There are no test items for 7.1 and 7.2.

EVALUATION ACTIVITY SCORES

	Lesson	1			2		3			4	5	6		7		Unit Review
	Objective	1.1	1.2	1.3	2.1	2.2	3.1	3.2	3.3	4.1	5.1	6.1	6.2	7.1	7.2	
	Student Workbook Page	31	32	33	46	46	75	76	77	88	98	114	115	122	122	125-136
Student Names	Number of Items	9	6	3	4	6	9	4	1	9	5	4	2	4	2	36

UNIT OBJECTIVES

Lesson 1. What is a Play?

1.1 The student will identify the definition of a play.

1.2 The student will identify parts of a play.

1.3 The student will distinguish among the different types of conflict.

Lesson 2. The Playwright

2.1 The student will identify parts of a script.

2.2 The student will identify tasks performed by a playwright.

Lesson 3. Designers and Technicians

3.1 The student will identify jobs performed by technicians and designers.

3.2 The student will match character descriptions with appropriate costumes.

3.3 The student will match set descriptions with appropriate floor plans.

Lesson 4. The Actor

4.1 The student will identify the tasks performed by an actor.

Lesson 5. Makeup

5.1 The student will match makeup materials with changes shown in a person's appearance.

Lesson 6. The Director

6.1 The student will identify tasks performed by a director.

6.2 The student will match scenes blocked according to given stage directions.

Lesson 7. Preparing for a Career in the Theatre

7.1 The student will name theatrical careers which he or she could prepare for at Gallaudet College.

7.2 The student will name ways that a high school student can explore an interest in drama.

ACTIVITY DIRECTIONS

Lesson One
What Is A Play?

WHAT IS A PLAY?

Lesson Objectives

1.1 The student will identify the definition of a play.

1.2 The student will identify parts of a play.

1.3 The student will distinguish among the different types of conflicts.

Materials Provided

Student Workbook (pages 1-34)

Transparency 1, Elements of a Play

Transparency 2, What is a Play?

Teacher Resource Sheet A, Vocabulary Cards

Teacher Resource Sheet B, A Filmed Play

Materials and Equipment Needed

A Filmed Play

16mm Film Projector, Screen, Takeup Reel

Overhead Projector

Chalkboard

Vocabulary Introduced in the Lesson

Act	Drama	Production
Action	Intermission	Professional
Actor	Perform	Resolve
Amateur	Play	Scene
Audience	Plot	Setting
Character	Portray	Stage
Conflict	Produce	Story
Dialogue	Producer	Tour

Introducing the Unit

Introduce the unit by telling the students that they will study seven lessons about play production. They will learn about plays and many of the people who work to produce a play.

Before beginning the first lesson, the teacher may wish to administer the Unit Review as a means of assessing the students' prior knowledge about the lesson topics. If so, it is necessary to make additional copies of the pages 127-139 of the Student Workbook.

Activity 1, The Elements of a Play (Teacher-directed. Student Workbook is not used with this activity.)

The purposes of Lesson One are:

1. to familiarize students with
   a. the elements of drama
   b. the elements of plot
   c. different kinds of conflicts
   d. the play as a distinct literary form, and
2. to establish a basic vocabulary related to play production.

Class discussion

To establish a basic understanding of the elements of a play, ask the students the following question, "What does a play have?"

Write the students' responses on the chalkboard, dividing them into two categories: those elements related to "sight" and those related to "sound." *Do not label the two categories at first.*

EXAMPLE

(Elements of a Play)	
(SEE)	(HEAR)
costumes	actors
set	music
actors	noises
lights	
props	

Add headings later

Encourage students to break down various *sights* and *sounds* related to actors.

EXAMPLES

actor's face
actor's makeup
actor's movements
actor's voice

After the list is established, add the headings "SEE" and "HEAR." Point out that these are the two elements of a play. Plays are *seen* and *heard*. Then add the title "Elements of a Play " to the information on the chalkboard.

Display Transparency 1, Elements of a Play, to sum up the discussion.

Display Transparency 2, What is a Play?, to clarify the distinction between a play and other forms of literature or entertainment.

The transparency shows people *reading* books, magazines, and a playbook; *watching* a film in a theatre; and *watching* a live performance of a play.

Point out that a play is performed on a stage. The audience watches *that* performance. The actors are not on film; they are performing at the time that the audience views the performance. Plays are performed continuously. The actors cannot make a mistake.

ACTIVITY NOTES

Activity 2, What is a Play?

Class discussion

Introduce students to the vocabulary they will encounter in the reading material in Lesson One of the Student Workbook.

Definitions for each vocabulary word are provided on Teacher Resource Sheet A and in the text of the Teacher's Guide as they are introduced.

Suggestions for Introducing Vocabulary Words
1. Write the word on the chalkboard.
2. Divide it into syllables.
3. Say the word.
4. Have the students say the word.
5. Demonstrate the sign which will be used for word if desired.
6. Give the definition. Discuss the meaning.
7. Ask the students to use the word in a sentence.
8. Discuss synonyms or examples.

Introduce each of the following vocabulary words:

ACTION —what happens in a play; what the actors do
AUDIENCE —the people who watch a play
CHARACTER—a person in a play whom an actor portrays
CONFLICT —a problem which the characters in a play must resolve
DRAMA —a play; a story performed on a stage
PERFORM —to act in a play in front of an audience
PLAY —a story that is portrayed with dialogue and action on a stage
PLOT —the story of a play
RESOLVE —to find the answer to a problem
STAGE —the platform where the actors perform the play

Vocabulary Practice

Because of the large number of words introduced in Lesson One, vocabulary practice may be desirable before and after completing the reading assignment.

Play either Clueword or Sentence Challenge using the vocabulary words. Add new words throughout the unit as the students encounter them, and play either game each time new words are introduced. Use the cut-apart cards on Teacher Resource Sheet A for both games.

CLUEWORD DIRECTIONS

STEP I. **Preparing the students to play the game.**

1. Before beginning the game, write all of the vocabulary words on the chalkboard. Put the vocabulary cards in a stack. Draw one word at a time. Give the students a "clueword." The clueword should be *one word* which is either a synonym, an antonym, an example, or a word which would be associated with the vocabulary word. Have the members of the class try to guess the word. If no one can guess the word with one clue, give another clue. Tell the students that they should "add up" the clues.

EXAMPLE

VOCABULARY WORD ⟶	**PROPERTY OR PROP**
Clue one	objects (synonym)
Clue two	telephone (example)

2. Repeat the procedure described in Step I. This time erase the vocabulary words from the chalkboard.
3. Now the students should be ready to play the game of "Clueword" with no difficulty. Follow the game rules described in Step II.

STEP II. **The Clueword Rules**

1. Divide the class into two teams. Select a student scorekeeper if the class is large enough. The teacher should serve as moderator.
2. Select one member of each team to begin the game. Draw one of the vocabulary words. Show the word to both players.
3. The first player begins the game by giving a *one word clue* to his or her team members. The clue may not be part of the word, such as giving the clue *produce* for the word *production*.
4. The player selects a member of the team to guess the word. If the guess is correct, the team receives 10 points. The person who guesses the word correctly becomes the "clue giver." The other player continues giving clues for his or her team until someone on that team guesses the word.
5. If the player who is selected to guess the word gives an incorrect

response, the player from the other team gives a clue. The moderator should repeat clues and encourage the players to "add up" the clues.

6. Alternate teams until the word is guessed, deducting one point each time. Play continues until the words are all used. The team which has accumulated the most points wins the game.

SENTENCE CHALLENGE DIRECTIONS

1. Divide the class into two teams.
2. A player from one team begins by drawing a vocabulary card. The player writes the word on the chalkboard.
3. The player then uses the word in a sentence. Players may write the sentence or communicate it by signing or fingerspelling and saying the sentence.
4. The teacher is the judge of the sentence's correctness. If the word has been used correctly, the team gets 10 points.
5. If the word has been used incorrectly, a player from the other team may volunteer to use the word in a sentence. If that player is correct, his or her team receives 5 points.
6. If both players use the word incorrectly, the teacher should use the word in a sentence and discuss its meaning with the group. The word should be put back in the stack of cards.
7. A player from the second team continues play by drawing another vocabulary card and proceeding in the same manner.
8. Play continues until all of the words have been used correctly in sentences. The team with the most points wins the game.

Student Workbook Activities

Pass out copies of the Student Workbook. Introduce students to the Table of Contents, the Vocabulary Cards, and the Job Cards. They should be encouraged to refer to the Vocabulary Cards throughout the unit. Students may cut apart the cards.

Have students read What is a Play? on pages 2-5 of the Student Workbook. An exercise designed to check their understanding of the vocabulary is provided at the bottom of each section. Discuss the answers to each exercise before the students proceed to the next page.

ACTIVITY NOTES

Activity 3, Conflicts

Introducing the concept

Review the meaning of *conflict*. Then have students read Conflicts on pages 6 and 7 of the Student Workbook. Discuss each example.

Student Workbook and role play activities

The Motorcycle, a short play by Alma Pyles, a student at the MSSD, is included on pages 8-11 of the Student Workbook. Assign roles. Have the students sit in a circle and read the parts. Tell the students to think about the *conflict* in the play as they read. Discussion questions are provided on page 11 of the workbook.

To provide additional reinforcement of the concept, have students read the cartoons, Dorm Views, on pages 12-15 of the Student Workbook. After reading each page, students answer questions about the kind of conflict involved in the situation. On page 16 students are asked to create their own "Dorm Views" cartoon strip. Students may also act out each situation if further clarification of the concept is needed.

ACTIVITY NOTES

Activity 4, Parts of a Play

Class discussion

A play has four distinct parts which the student should be able to identify: characters, dialogue, action (stage directions), and setting.

Review the words *character, actor, portray, action.*
Introduce *two* new words, *dialogue* and *setting.*
DIALOGUE—the conversation between characters in a play
SETTING —the time and place of a story for a play

Student Workbook activities

Have students read Parts of a Play on pages 17, 18, and 19 in the Student Workbook. Discuss the examples.

Have the students complete the vocabulary practice on page 20 of the workbook. This exercise is provided to develop the students' understanding of the use of the verb *portray* in its active and passive forms.

EXAMPLE
(ACTIVE) Actors portray a character.
(PASSIVE) Characters *are* portray*ed by* actors.

Continue by having students read Acts and Scenes on pages 21, 22, and 23. Discuss the examples. Be sure students understand that there are many reasons for dividing a play into parts. Explain that books are divided into chapters for the same reasons, i.e., to give the reader a break, to indicate a change of time or place, or to show an exciting action has ended. Point out the parallel between the divisions of books and plays.

BOOKS HAVE CHAPTERS.
PLAYS HAVE ACTS.

ACTIVITY NOTES

Activity 5, Captioned Film of a Play

The purpose of the activity is to reinforce the students' understanding of the concepts and vocabulary introduced in the lesson.

Show the students a filmed play. Films may be ordered from Captioned Film Services for the Deaf. A list of suitable films is given on page 2.

Before showing the film, the teacher should preview the film and record information for the class discussion on Teacher Resource Sheet B, A Filmed Play. Copies of the page may be made and distributed to the students to complete, or copies of the completed form may be given to the students after the viewing for their reference during the discussion. Teacher Resource Sheet B is also suitable for making into a transparency.

Explain to the students that the parts of a play about which they have learned are shown in the film. Before beginning the film, instruct the students to try to identify the characters, setting, conflicts, and plot of the play as they watch the film. Then show the film to the class. Either during or after the film, go over the identified parts of the filmed play with the students.

If tickets to a production of a signed play are available, arrange to have students attend a performance. The teacher may contact theatre groups to find out if productions will be given in the area.

A current schedule of performances of the National Theatre of the Deaf may be obtained by writing to the Eugene O'Neill Memorial Foundation in Waterford, Connecticut.

Activity 6, Theatre Groups

Class discussion

Begin by introducing students to five new vocabulary words.

AMATEUR —a person who does something for fun

PERFORMANCE—each presentation of a play before an audience

PRODUCE —to present a play on stage

PRODUCER —arranges for a theatre; finds money for the production; pays the bills

PRODUCTION —the performance of a play on stage by a group of actors

PROFESSIONAL—a person who is paid for his or her work

TOUR —a trip by a theatre group to give performances in different cities

Student Workbook and discussion

Have the students read Theatre Groups on pages 24 and 25 of the workbook. Information about professional and amateur theatre groups is explained.

After the students have read the materials, tell them about theatres in area colleges and the community which produce amateur plays.

Explain to the students that the National Theatre of the Deaf (NTD) is a professional theatre group for deaf actors. Have the students read about the NTD on page 26 of the workbook. Explain that offices of the National Theatre of the Deaf are located in Connecticut, but that the group tours the country every year.

Page 27 is a vocabulary practice exercise which is designed to help the students distinguish among the verb "produce" and the nouns "producer" and "production."

ACTIVITY NOTES

Activity 7, Lesson Review

Vocabulary review

Four exercises are provided on pages 27-30 of the Student Workbook to reinforce the vocabulary in Lesson One. Have students complete any or all of these exercises.

Because of the large number of new vocabulary included in this lesson, the teacher may wish to spend additional time practicing the vocabulary. If so, playing either the Clueword or Sentence Challenge game is recommended.

The teacher may also wish to write the lesson vocabulary on the chalkboard and have students write a sentence using each word. Instruct students to use the vocabulary cards on pages 143-155 of the Student Workbook if they have forgotten the meaning of the words.

Evaluation activities

Pages 31-34 are provided to evaluate the students' mastery of Objectives 1.1, 1.2, and 1.3. Scores may be recorded on the Class Progress Log.

ACTIVITY NOTES

WHAT IS A PLAY?

A Play Can Be *Seen* and *Heard.*

The Audience Can SEE . . .

- costumes
- set
- actor's face
- lights
- makeup
- props
- actor's movements

The Audience Can HEAR . . .

- the actor's voice
- sound effects
- background music
- songs

WHAT IS A PLAY?

Directions: Cut apart the cards. Use for Clueword and Sentence Challenge games.

VOCABULARY CARDS	**ACTOR** • the real person who portrays a character in a play
ACT (noun) • a part of a play	**ADAPT** • to change something
ACT (verb) • to portray a character in a play	**AMATEUR** • a person who does something for fun
ACTION • what happens in a play • what the actors do	**APPLY** • to put on

Directions: Cut apart the cards. Use for Clueword and Sentence Challenge games.

ASSISTANT • someone who helps another person	**CHARACTER** • a person in a play whom an actor portrays
AUDIENCE • the people who watch a play	**COMEDY** • a story with a happy ending
AUDITION • try out for a part in a play	**CONFLICT** • a problem which the characters in a play must resolve
BLOCK • to plan when and where the actors will move on the stage	**COSTUME** • clothes that the actors wear

Directions: Cut apart the cards. Use for Clueword and Sentence Challenge games.

DESIGNER • a worker who plans the set, the costumes, or the special effects for a play	**IMPROVISATION** (noun) • a performance which the actor does not prepare in advance
DIALOGUE • the conversation between characters in a play	**IMPROVISE** (verb) • to act without preparing the scene • to make up actions during a performance
DRAMA • a play • a story portrayed on a stage	**INTERMISSION** • a time between the acts of a play • a time when the audience can walk around
FLOOR PLAN • a map of the set	**INTERPRET** (verb) • to decide on the meaning

Directions: Cut apart the cards. Use for Clueword and Sentence Challenge games.

INTERPRETATION (noun) • an actor's individual way of portraying a character	**PERFORMANCE** (noun) • each presentation of the play before an audience
LIGHT BOARD • a board with many light switches • a board which technicians use to control the lighting	**PLAY** • a story which is performed with dialogue and action on a stage • a drama
MIME • acting with no words or signs	**PLAYBOOK** • the script • a book which has the dialogue, description of characters, settings, and stage directions for a play
PERFORM (verb) • to act in a play in front of an audience	**PLOT** • the story of a play

Directions: Cut apart the cards. Use for Clueword and Sentence Challenge games.

PLOT OUTLINE ● a short description of a play ● a list of the characters and actions of a play	**PRODUCTION** (noun) ● the performance of a play on stage by a group of actors
PORTRAY ● to play the part of a character in a play	**PROFESSIONAL** ● a person who is paid for his or her work
PREPARING A SCENE ● learning lines and actions ● interpreting a character	**PROPERTIES OR PROPS** ● the objects which are on the stage during the play
PRODUCE (verb) ● to present a play on stage	**REHEARSAL** (noun) ● play practice

Directions: Cut apart the cards. Use for Clueword and Sentence Challenge games.

REHEARSE (verb) • to practice a play	**SCRIPT** • the playbook • a book that has the dialogue, descriptions of characters, settings, and stage directions for a play
RESOLVE • to find an answer to a problem • to solve a problem	**SET** • all of the scenery, furniture, and props on the stage for a certain play
SCENE • a part of an act • a series of related actions in a play	**SETTING** • the time and the place of a story for a play
SCENERY • the background that people paint on the stage wall or hang from the ceiling	**SKETCH** • a quick drawing

Directions: Cut apart the cards. Use for Clueword and Sentence Challenge games.

SOLVE • to find an answer to a problem • to resolve a problem	**STAGE POSITIONS** • parts of the stage
SPECIAL EFFECTS • lights and sounds that make the action seem real to the audience	**TECHNICIAN** • a worker who makes the plans of a designer into the real thing
STAGE • the platform where the actors perform the play	**TOUR** • a trip by a theatre group to give performances in different cities
STAGE DIRECTIONS • the instructions in the script that tell the actors what to do	**TRAGEDY** • a story with an unhappy ending

1. Name of the play

_____

2. Name of the playwright

_____

3. Characters Description

_____

_____

_____

_____

_____

_____

4. Settings

Act # Scene # Description

_____

_____

_____

_____

5. Conflicts

_____

_____

_____

6. Important actions in the plot

_____

_____

_____

ACTIVITY DIRECTIONS

Lesson Two
The Playwright

The Playwright

Lesson Objectives

2.1 The student will identify parts of a script.

2.2 The student will identify tasks performed by a playwright.

Materials Provided

Student Workbook (pages 35-46)

Materials and Equipment Needed

Paper for scriptwriting

Vocabulary Introduced in the Lesson

Comedy

Playwright

Plot outline

Properties or props

Script

Set

Setting

Stage

Stage directions

Tragedy

Introducing the lesson

In Lesson Two, the students will read about the playwright's skills and try out the playwright's job. Each student will write a short scene and identify the elements of drama within that scene.

Activity 1, The Playwright's Job

Class discussion

Introduce the students to the words *comedy* and *tragedy*.

COMEDY —a story with a happy ending

TRAGEDY—a story with an unhappy ending

Introduce students to the word **playwright.** A description of this worker and others described in the materials is located on Job Cards, Teacher Resource Sheet D.

PLAYWRIGHT—writes the script for a play; uses dialogue and actions to tell a story

Student workbook activity

Have students read Who Writes a Play? in the Student Workbook on pages 36 and 37. Discuss the ways and reasons a person writes a play.

ACTIVITY NOTES

Activity 2, Parts of a Script

Class discussion

Introduce the students to five new vocabulary words.

SCRIPT—the playbook; a book that has the dialogue, descriptions of characters, settings, and stage directions for a play

SETTING—the time and the place of a story for a play

SET—all of the scenery, furniture, and props on the stage for a certain play

PROPS—the objects which are on the stage during the play

STAGE DIRECTIONS—the instructions in the playbook that tell the actors what to do

Student workbook activities

Read and discuss The Script on pages 38 and 39 of the Student Workbook with the students. Use the sample script on page 40 to illustrate parts of a script. Add more examples if necessary.

Two vocabulary practices are provided on pages 41 and 42.

ACTIVITY NOTES

Activity 3, The Student as a Playwright

Class discussion

The purpose of the activity is to give the students an opportunity to write a scene themselves.

Introduce the students to the vocabulary word *plot outline.*

PLOT OUTLINE—a short description of a play;
a list of the characters and actions of a play

Student workbook activities

Read through and discuss with the students You Can Be a Playwright on page 43.

Assist the students as they complete Planning a Play on pages 44 and 45. Instructions are given for writing a short play. Provide examples to illustrate each task as necessary.

Have the students write a script according to the instructions. Emphasize these points as they begin:

a. The scene should be short.

b. The scene should include only one conflict.

c. The scene should include all information that would be needed to produce the scene.

d. The format of the scene should be similar to that of the sample script on page 40 of the Student Workbook.

Refer the students to *The Motorcycle* on pages 8 through 11 for ideas and format. After the students' scripts are completed, make transparencies of each student's scene to show on an overhead projector. Each student should have the opportunity to have his or her play read by the other class members.

Have the author of each play or other members of the class identify these parts:

a. characters
b. setting
c. dialogue
d. action
e. stage directions

ACTIVITY NOTES

Activity 4, Lesson Review

Class discussion

Begin the activity with a discussion of the students' feelings about the playwright's job. Point out the skills, especially language skills, needed by a playwright.

Suggested discussion questions:

1. What were the most difficult tasks for you as a playwright?
2. What were the easiest tasks for you as a playwright?
3. What special skills did you need as a playwright?

Examples:

- imagination to think of stories, characters, settings
- ability to read and write well to provide clear descriptions and interesting dialogue
- ability to write well and to get meaning across clearly in brief dialogue
- ability to think through a story and tell it with *the characters'* dialogue and actions
- ability to visualize action, production of a scene, and so on

Discuss the kind of preparation a playwright needs to be able to write successfully. The following points should be covered:

1. Playwrights come from many educational backgrounds.
2. There is no particular training for a playwright; however, there are programs in colleges for drama. Some colleges offer Master's degrees in playwriting for those who have a Bachelor of Arts in drama.
3. A playwright's main requirements are imagination and skill in using language.
4. A playwright's success often depends upon how much the plays are liked by other people. If a playwright's ideas are unpopular or hard to understand, people may not wish to produce the plays. If a playwright is unable to express ideas clearly through language, he or she may be unsuccessful.

Ask the students to think about what it would be like to be a playwright.

1. Would they like to become a playwright?
2. Why or why not?
3. What would be the major satisfactions or rewards?
4. What would be the major drawbacks?

Evaluation activity

Page 46 in the Student Workbook is provided to evaluate Objectives 2.1 and 2.2. Scores may be recorded on the Class Progress Log.

ACTIVITY NOTES

ACTIVITY DIRECTIONS

Lesson Three
Designers and Technicians

Designers and Technicians

Lesson Objectives

3.1 The student will identify jobs performed by technicians and designers.
3.2 The student will match character descriptions with appropriate costumes.
3.3 The student will match set descriptions with appropriate floor plans.

Materials Provided

Student Workbook (pages 47-77)
Transparency 3, Designers and Technicians
Teacher Resource Sheet C, Stage Directions
Teacher Resource Sheet D, Job Cards

Materials and Equipment Needed

Overhead projector
Drawing paper and color pencils
Reference books about costumes
Field trip site and transportation

Vocabulary Introduced in the Lesson

Costume
Designer
Floor plan
Hand props
Light board
Properties (Props)
Scenery
Set
Sketch
Special effects
Stage positions
Stage props
Technician

Job Titles Introduced in the Lesson

Costume designer
Costume manager
Lighting technician
Property manager
Set designer
Sound technician
Stage carpenter
Stage electrician
Stagehand
Stage painter
Technical director

Introducing the lesson

The purpose of this lesson is to introduce the students to the work of the people "behind the scenes" in play production. Students will practice set design and costume design.

Activity 1, People Behind the Scenes

Class discussion

Point out to the class that when an audience sees a play, the only theatre workers they see are the actors. There are, however, many other people needed to produce a play. These people are the designers and technicians.

DESIGNER —a worker who plans the set, the costumes, and the special effects

TECHNICIAN—a worker who makes the plans of the designer into the real thing

Use Transparency 3, Designers and Technicians, to clarify the differences between the two groups of workers and to introduce the students to the various workers in each group.

Introduce one other term which is included in this activity:

SPECIAL EFFECTS—lights and sound that make the action seem real to the audience

Student workbook activity

Have the students read Designers and Technicians on pages 48-49 in the Student Workbook. These pages will provide the students with background for the next activities.

ACTIVITY NOTES

Activity 2, Designing A Set

Class discussion

Begin the activity by introducing the students to the new terms which they will encounter in the reading selection in the Student Workbook.

FLOOR PLAN	—a map of the stage showing where all of the furniture and other objects are on the stage
SCENERY	—the background which people paint on the stage walls or which hangs from the ceiling
SET	—all of the scenery, furniture, and props on the stage for a certain play
SET DESIGNER	—the worker who plans how to create the setting for the play on the stage
SKETCH	—a quick drawing of the set

Student workbook activities

Have the students read Designing the Set on pages 50-55 in the Student Workbook. This reading selection explains the work of a set designer. A Vocabulary Practice exercise is included on page 56.

Page 57 in the Student Workbook explains stage directions. Explain to the students that all of the people who produce a play must know the names of the stage positions. The directions in the playbook may say "shine a spotlight DC." The lighting technician must understand those directions. Stage positions are very important to the actors. The directions in the playbook will tell them to walk to certain positions on the stage such as RC or DLC. These positions are not a specific *spot* on the stage. Rather they are areas on the stage. After the students have read and discussed the information, they should complete the exercise at the bottom of the page.

Class activity

Have students practice following stage directions. Mark off the parts of the stage in the classroom with chalk. Do not label the areas. Make a copy of Teacher Resource Sheet C, Stage Directions. Cut apart sets of directions and distribute one to each student. Have each student follow the directions he or she is given.

Student workbook activity

On page 58, You Are a Set Designer, instructions are given for designing a floor plan for a set. In addition to this activity, students may also design a set for *The Motorcycle* on pages 8 through 11 of the Student Workbook. They may select one of the scenes or complete set designs for each scene of the play.

ACTIVITY NOTES

Activity 3, Building the Set

Class discussion

Begin the activity by pointing out that many workers are needed to build the set. These workers are the technicians, the people who follow the plans of the designers. Technicians are skilled workers. Many learn their skills in formal training programs; others learn their skills by working with experienced technicians.

Job titles introduced in the activity are:

Property manager

Stage carpenter

Stagehand

Stage painter

Three vocabulary words are introduced in Activity 3. Introduce the students to the words before beginning the reading selection:

HAND PROPS	—objects which the actors use during the play. (They may be carried on or off stage by the actors)
PROPERTIES OR PROPS	—all of the objects which are on the stage during the play
STAGE PROPS	—objects which are part of the set such as furniture and wall decorations

Student workbook activity

Have the students read Building the Set on pages 59 through 62 and discuss the workers as they are introduced. Each worker described in this lesson is described on Teacher Resource Sheets D, Job Cards. The Job Cards are also included in the Student Workbook on pages 157 - 159.

ACTIVITY NOTES

Activity 4, Creating Special Effects

Class discussion

Begin the activity by reviewing the term *special effects*, and by introducing students to three job titles:

Lighting technician

Sound technician

Stage electrician

Student workbook activity

Have students read Creating Special Effects on pages 63-66 and discuss the workers as they are introduced.

Class activity

Have the students look at an actual lightboard and sound board in the school auditorium.

ACTIVITY NOTES

Activity 5, Designing Costumes

Class discussion

In this activity the students will learn about the importance of costume design, the work of the costume designer, and the costume manager.

Introduce the students to the vocabulary which they will encounter for the first time in this activity.

COSTUMES —clothes worn by the actors in the play

COSTUME DESIGNER —the worker who plans the costumes for the play

COSTUME MANAGER —the worker who cares for the costumes during the production of the play

Student workbook activities

Have the students read pages 67-71 in the Student Workbook. Discuss the information on each page before going on. A Vocabulary Practice is included on page 72.

Have students follow the directions on page 73 of the Student Workbook, You Are a Costume Designer. Each student should complete at least one costume design. Have students go to the library to research the kinds of clothing worn by people in 1850, or have reference books available in class.

Role play activity

Use the Job Cards in the following role play activity if the students are having problems distinguishing among the tasks performed by the various designers and technicians.

ROLE PLAY DIRECTIONS

1. Use the cut-up Job Cards from Teacher Resource Sheet D.
2. Select one of the cards. Demonstrate through mime the tasks performed by the worker.
3. Have the students guess the job titles.
4. Have each student take a turn demonstrating a worker. Have the other students guess the job title.
5. If the students have difficulty guessing job titles, write all of the titles on the chalkboard prior to beginning the role play.

ACTIVITY NOTES

Activity 6, Backstage Tour

The purpose of this activity is to allow students to see the actual operation of a theatre.

Make arrangements to take the students to a theatre in the area for a tour of the backstage areas. If possible, arrange for the tour to include:

1. a demonstration of the light board;
2. makeup areas;
3. costume and set storage areas; and
4. opportunities to interview a variety of technicians, designers, and actors.

Before the trip, discuss with the students what they should look for. Have students make up a list of questions. Send the questions to the contact person at the theatre in advance.

After the trip, discuss the list of questions to be sure each was answered. Also discuss the following:

1. What kinds of workers did you see?
2. What skills did the workers need?
3. Do the jobs require hearing or good speech?
4. Did any of the jobs seem interesting to you?

ACTIVITY NOTES

Activity 7, Lesson Review

Vocabulary review

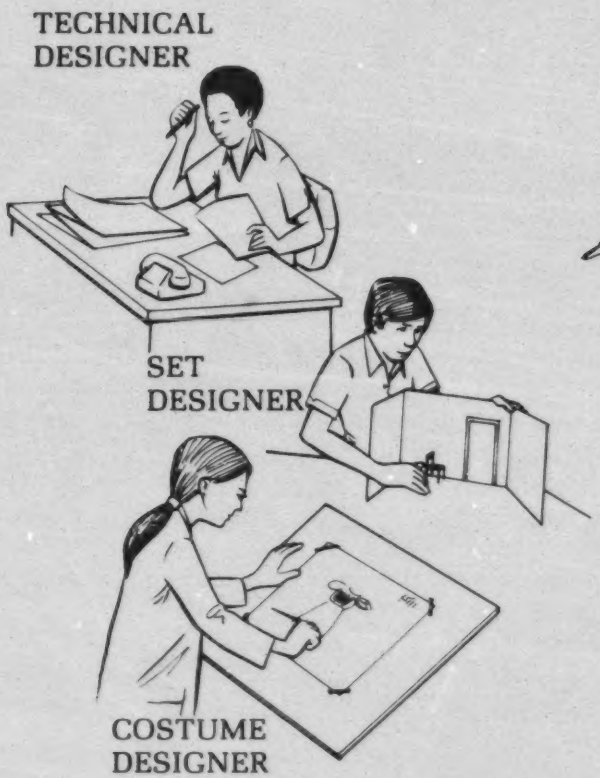
Have the students complete the word search puzzle on page 74 of the Student Workbook. Discuss the work done by each worker introduced in the lesson as well as the new vocabulary.

Evaluation activities

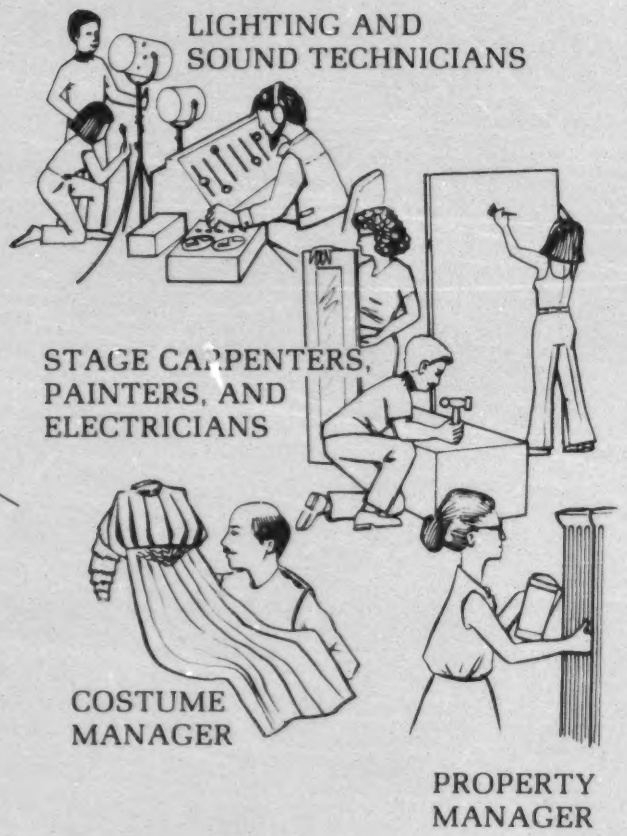
Have the students complete the exercises on pages 75-77 of the Student Workbook. Page 75 evaluates Objective 3.1, page 76 evaluates Objective 3.2, and page 77 evaluates Objective 3.3. Students' scores may be recorded on the Class Progress Log.

ACTIVITY NOTES

DESIGNERS MAKE PLANS



TECHNICIANS CARRY OUT THE PLANS



Directions: Cut apart each set of directions. Give one to each student.

1. TOM: (Enter L. Walk rapidly D.C. Stop. Then turn and exit R.)
2. JEAN: (Enter through a door UC. Look back and forth around the stage. Then walk DR. Stop. Put hands on hips and frown.Then walk DL.)
3. OLD MAN: (Enter R. Walk slowly to DLC.) I wonder where everyone is. (Sigh deeply. Then turn and exit UC.)
4. FRED: (Enter L. Walk to C. Turn and walk DRC. Stop and scratch your head.) No one is home. (Turn and exit L.)
5. YOUNG CHILD: (Enter skipping through door UC. Move towards DLC. Stop. Turn and skip off stage R.)

Directions: Cut apart each set of directions. Give one to each student.

6. TED: (Enter L angrily. Walk briskly towards a window URC. Look out. Shake your head. Then exit R.)
7. SARA: (Enter smiling UC. Move to a table UL. Pick up a book. Turn and exit R.)
8. MARY: (Enter R. Walk to LC. Stop. Scratch your head. Turn and exit R.)
9. RUTH: (Enter R. Move toward RC. Stop. Turn and exit R. Reenter almost immediately. Walk across the stage and exit L.)
10. DARRELL: (Enter UC. Walk toward UR. Bend down, back toward the audience. Then get up and walk toward UL. Bend down again. Then exit L.)

Directions: Cut apart.

ACTOR • memorizes the lines and movements • interprets the character • rehearses • performs on stage	**PRODUCER** • arranges for a theatre • finds money for the production • pays the bills
PLAYWRIGHT • writes the script for a play • uses dialogue and actions to tell a story	**DIRECTOR** • interprets the play • blocks the play • supervises the production crew • conducts rehearsals
COSTUME DESIGNER • draws sketches of clothing that the actors will wear in a play	**PROPERTY MANAGER** • makes a list of the props for a play • finds the props • puts props in the right place on stage

Directions: Cut apart.

SET DESIGNER • plans how the stage will look • draws a sketch of the set • draws a floor plan	**STAGEHANDS** • move furniture and sets • do odd jobs
STAGE CARPENTER • builds the set for a play • builds flats, doors, doorways, windows, staircases	**STAGE PAINTER** • paints the scenery • paints the set
STAGE ELECTRICIAN • hangs the stage lights • wires the lights	**SOUND TECHNICIAN** • makes a list of sound effects • decides how to make the sound effects • records background • makes the sounds happen during the play

ACTIVITY DIRECTIONS

Lesson Four
The Actor

The Actor

Lesson Objective

4.1 The student will identify the tasks performed by an actor.

Materials Provided

Student Workbook (pages 79-89)
Teacher Resource Sheet E, Show a Feeling
Teacher Resource Sheet F, Do Something
Teacher Resource Sheet G, Become a Character

Materials and Equipment Needed

3" x 5" file cards (optional)
Videotape recording equipment (optional)
Copies of a short play or scene from a play (See Resources)

Vocabulary Introduced in the Lesson

Actor
Director
Improvisation
Improvise
Interpret
Interpretation
Mime
Preparing a scene
Script
Stage directions

Introducing the lesson

Explain that Lesson Four is about actors and their tools. Tell the students that they will have an opportunity to practice some of the skills needed to be an actor.

Activity 1, Actors and Their Tools

Class discussion

Introduce the new vocabulary which will be encountered in the reading materials.

ACTOR	—the real person who portrays a character in a play
DIRECTOR	—interprets the play, blocks the play, supervises the production crew, conducts rehearsals
IMPROVISATION	—a performance which the actor does not prepare in advance
IMPROVISE	—to act without preparing the scene; to make up actions during a performance
INTERPRET	—to decide on the meaning
INTERPRETATION	—an actor's individual way of portraying a character
MIME	—acting with no words or signs
PREPARING A SCENE	—learning lines and actions; interpreting a character
SCRIPT	—the playbook; a book that has the dialogue, descriptions of characters, settings, and stage directions for a play
STAGE DIRECTIONS	—the instructions in the playbook that tell the actors what to do.

Student workbook activities

Have the students read The Actor and Bernard Bragg on pages 80-87 in the Student Workbook. Included in the reading is a short biography and photographs of the famous deaf mime, Bernard Bragg. Refer students to the books *I'm Deaf Too* and *Signs of Silence* to learn more about Bernard Bragg's life. (See Resources).

Have students complete the Vocabulary Practices on page 85 and page 88.

ACTIVITY NOTES

Activity 2, Mime

Class activity

The purpose of this activity is to allow students to practice mime, which is one of the most important acting skills.

Before the class begins, cut apart Teacher Resource Sheets E, F, and G. These cards will be used in three mime exercises. First the students will be asked to act out a feeling. In the second exercise the students will mime an action. In the last exercise they will act out a character.

Follow these directions for each exercise:

1. Demonstrate one feeling (action or character) for the students.
2. Have the other students guess what the feeling, etc., is.
3. Have each student draw a card and demonstrate the item through mime for the rest of the class. Have students guess what is being portrayed.

Videotape the students' performances if the equipment is available. Play back the tape for the students. Discuss various points about the performances which make it possible for the audience to receive the intended message. Point out the necessity to exaggerate the body movements and facial expressions.

ACTIVITY NOTES

Activity 3, Preparing and Performing a Scene

Class activity

The purpose of this activity is to give students an opportunity to prepare and perform a short scene from a play.

Begin by distributing copies of a short play or scene from a play to each student. Assign roles to the students.

Before reading the play, discuss the characters in the scene, including their relationship to the other characters, their ages, and general characteristics as given in the script.

Have the students read through the play. Stop at appropriate points to discuss the motivation behind the character's statements or actions. Discuss the way each character reacts to the other characters. Be sure that the students distinguish between the stage directions and the dialogue.

Have each student underline his or her lines with a red pencil. Read through the play again if necessary.

After the students have read through the play once or twice, have them "walk through" the scene. Explain the blocking. Have students make notes about the blocking in the margins of their scripts.

Allow class time for several rehearsals if the students are to be required to memorize their lines. When the students are ready (with or without scripts), have the students perform the play without interruptions. Videotape the presentation if possible. Allow the students to view the videotape.

ACTIVITY NOTES

Activity 4, Becoming An Actor

Class discussion

The purpose of this activity is to make the students aware of the skills, preparation, and experiences an actor needs to succeed.

Have a discussion about the skills the students used when they acted in the improvised (mime) and prepared scenes. Important acting skills, such as the following, should be mentioned:

1. Actors are observant. They watch other people. They notice people's faces, movements, and speech patterns.
2. Actors must be able to imitate other people. They must be able to change the way they move or speak in order to portray different people.
3. Actors must be able to "put themselves in the character's shoes"—to know how the character feels and how that person would express feelings.
4. Actors must be able to use body movement, posture, facial expression, gesture, and timing to convey feelings.
5. Actors must follow a director's instructions.
6. Actors, unless they work only with mime, must memorize lines.
7. Actors must be patient. Often they must repeat a scene many times until they and the director feel it is right.
8. Actors do not need to hear. Many ideas can be conveyed without dialogue. Other ideas can be conveyed through sign language.

Explain that actors gain these skills in different ways. For example:

—Some actors attend drama schools.

—Some actors take theatre courses in college.

—Some actors have no special training before they get an acting job but learn by experience.

Discuss with the students the kinds of experiences that could give them an idea of whether they would like to be or could be an actor.

Examples:
—Take part in school plays.
—Act in neighborhood theatre groups.
—Go to the theatre to see a play.
—Go to rehearsals and watch actors at work.
—Join a drama club.

Point out the insecurity of an acting career and the importance of being prepared to work at other kinds of employment. An actor might have a major role in a production one year; no work the next; and only a small, low-paying role the next. An actor may have to work at other kinds of jobs between acting engagements. A good basic education and another skill is helpful.

ACTIVITY NOTES

Activity 5, Lesson Review

Evaluation activity

Have students complete page 89 in the Student Workbook. This exercise evaluates Objective 4.1. Discuss the answers with the students. Record the students' scores on the Class Progress Log.

ACTIVITY NOTES

Directions: Cut apart each item.

Show a Feeling Cards	**happy**
bored	**afraid**
lost	**confused**
surprised	**mad**

Directions: Cut apart each item.

hot	**sleepy**
cold	**in love**
tired	**sad**
sick	**proud**

Directions: Cut apart each item.

Do Something Cards	**bathe a dog**
walk a tightrope	**peel an orange**
pick up a soft kitten	**paint a picture**
watch a tennis match	**make a bed**

Directions: Cut apart each item.

put clothes on	eat an ice cream cone
type a letter	open a present
light a candle	take a picture with a camera
peel an onion	pick some flowers

Directions: Cut apart each item.

very old person	**farmer**
Santa Claus	**lifeguard**
tennis player	**firefighter**
detective	**police officer**

Directions: Cut apart each item.

Become a Character Cards	**baby**
horse	**teacher**
puppy	**soldier**
bird	**doctor**

ACTIVITY DIRECTIONS

Lesson Five
Using Makeup

Using Makeup

Lesson Objective

5.1 The student will match makeup materials with changes shown in a person's appearance.

Materials Provided

Student Workbook (pages 91-100)

Materials and Equipment Needed

Makeup kit

A resource person who can demonstrate the use of makeup

Vocabulary Introduced in the Lesson

Alcohol
Cold cream
Eyebrow pencil
Eyeliner
Greasepaint
Hair gray
Latex
Makeup
Powder
Rouge
Wig
Apply

Activity 1, Why Actors Use Makeup

Class discussion and student workbook activities

The purpose of the lesson is to introduce students to the reasons why makeup is used in stage productions and to various kinds of stage makeup. Students will also practice applying makeup.

Have the students begin by reading Why Actors Use Makeup on page 92 in the Student Workbook. After the reading, discuss the following points:

1. Actors use makeup to make their features visible to the audience. The stage lights make the features of the actor's face hard to see. Facial expression is an important part of portraying a character. Also, some of the audience is far away from the stage.
2. Actors use makeup to help them create a character who looks different from himself or herself. A young actor may portray a very old person. Older actors may wish to look younger.

Next have the students look at the four illustrations on page 93 of the Student Workbook. The actor is seen as four different characters. Discuss how makeup and costumes work together to help an actor look like the character he or she is portraying.

ACTIVITY NOTES

Activity 2, Applying Makeup

Student workbook activity

The purpose of this activity is to introduce students to the major types of stage makeup. Pages 94-97 in the Student Workbook illustrate how an actor changes into a character by the step-by-step application of various types of makeup.

Class discussion

If possible have each of the following makeup items on display. Label each item.

1. cold cream
2. greasepaint
3. eyebrow pencil
4. eye liner
5. rouge
6. powder
7. hair gray
8. wig
9. latex
10. alcohol

Follow up the reading with a discussion of the uses of each makeup item.

Demonstration activity

Conduct a makeup demonstration or have a makeup artist come to the class for the demonstration.

DEMONSTRATION SUGGESTIONS

1. Demonstrate on self as well as on volunteer students.
2. Demonstrate different kinds of makeup both individually and in combination.
3. Discuss and demonstrate the effects that can be created with each kind of makeup.
4. Use makeup to create different ages, physical states, and moods.
5. Encourage students to participate, under the demonstrator's supervision, in applying the makeup to get a feel for it.
6. Encourage students to ask questions throughout demonstration.

ACTIVITY NOTES

Activity 3, Student Experimentation With Makeup

Class activity

In this activity, each student chooses a character to create through makeup. Examples:

old man or woman

child

clown

witch

devil

animal

sick person

The students make themselves up as the chosen characters using makeup techniques learned in the previous activity. This activity should emphasize experimentation—finding out what makeup can do. Students should be encouraged to use imagination in creating characters that are very different from their normal appearance. If stage lighting is available, have students examine each other's makeup under lighting to see how makeup fades out under lights and how lighting and makeup combine to create special effects.

ACTIVITY NOTES

Activity 4, Lesson Review

Class discussion

Begin by discussing the types of makeup, techniques of application, and characters created by the students through makeup.

Suggested topics:

1. What did you learn about the various kinds of makeup as you used them?
2. Were some kinds of makeup more difficult to apply than others?
3. What effects in particular were you able to create?
4. How would acting groups be limited if there were no makeup? (Actors similar in appearance to the character would have to be chosen—for example, old people would have to play old characters—or the audience would just have to ignore visual discrepancies or masks could be used.)

Vocabulary review

Have students complete the word search puzzle on page 98 of the Student Workbook to review vocabulary. Then have them complete page 99. Discuss the answers.

Evaluation activity

Page 100 in the Student Workbook evaluates Objective 5.1. The pictures illustrate changes in the actor's appearance. The student must identify the makeup that caused the change. Record the students' scores on the Class Progress Log.

ACTIVITY NOTES

ACTIVITY DIRECTIONS

Lesson Six
The Director

The Director

Lesson Objectives

6.1 The student will identify tasks performed by a director.

6.2 The student will match scenes blocked according to given stage directions.

Materials Provided

Student Workbook (pages 101-117)

Materials and Equipment Needed

Chalkboard

Sketching paper and pencils

Vocabulary Introduced in the Lesson

Adapt

Audition

Blocking a scene

Interpret

Plot outline

Rehearsal

Introducing the lesson

This lesson focuses upon the many responsibilities of the director. The student learns about the director's many coordinating responsibilities and then performs three of the director's duties—writing a plot outline, blocking a scene, and adapting a script for a deaf audience.

Activity 1, The Director's Job

Student workbook activity and class discussion

Have the students read The Director's Job on pages 102-103 in the Student Workbook. Discuss each of the director's tasks, stressing the fact that the director works with *every* part of the play and must make many plans and decisions. Review the meaning of *interpret* and *rehearsal*.

ACTIVITY NOTES

Activity 2, Writing a Plot Outline

Student workbook activities

The purpose of this activity is to learn about one of the director's tasks: giving the actors a feel for the play by writing a plot outline that expresses the director's interpretation of the play.

Have the students read and discuss page 104 in the Student Workbook. Then read the sample scene and plot outline on page 105. Point out that the plot outline is much shorter than the sample scene because the plot outline is intended as a brief description of what happens in the scene.

Instruct the students to read the scene on page 106 of the Student Workbook and to write a plot outline for it according to the instructions in the Student Workbook. The students should be encouraged to use the sample scene and plot outline in the booklet as a model for their own work.

ACTIVITY NOTES

Activity 3, Blocking a Scene

Student workbook activities

The purpose of this activity is to learn about another of the director's tasks: blocking the action for a scene.

With the students, read and discuss pages 107-109 in the Student Workbook. Several examples of blocked scenes are given.

Have the students make two sketches of the set for the scene on page 110. Then have them block the actions in that scene. Students should draw their blocking lines in the same manner as the examples. For each action, the students should indicate the starting point, stopping point, and path of movement. They should also label the characters.

ACTIVITY NOTES

Activity 4, Adapting a Play for a Deaf Audience

Class discussion

The purpose of the activity is to illustrate how and why plays are adapted for deaf audiences. Begin by introducing students to the vocabulary word *adapt*. Follow procedures previously suggested.

ADAPT—to change something

Explain that plays are adapted for two reasons:

1. There are not signs for every word. The words in the dialogue are changed to words which can be signed easily. Fingerspelling is difficult to read from a distance.
2. Plays are adapted to American Sign Language (ASL), which is the language most deaf people use to communicate with each other. ASL is a language in its own right with different language patterns.

Student workbook activity

Illustrate the concept by having students compare the original and adapted versions of a scene from *Billy Liar* on pages 111 and 112 in the Student Workbook. Continue by having students compare the original and adapted scene from *A Touch Too Much* on pages 113 and 114.

Class activity

Have students adapt either a scene they performed in Lesson Four or the scene in the Student Workbook on page 106. Allow students to act out their adapted scenes. Each author may select a cast and direct his or her short scene. Students may be encouraged to write original plays if desired.

ACTIVITY NOTES

Activity 5, Becoming A Director

Class discussion

Discuss with the students the many skills required of a director. Review the director's tasks with the students, listing each on the chalkboard:

1. planning an interpretation of the play
2. informing the actors of the interpretation (writing a plot outline)
3. blocking the play
4. adapting the play for a deaf audience
5. supervising rehearsals to be sure the play is performed as planned
6. supervising construction of the set and costumes

To do these tasks, a director needs these skills:

1. A director must read and write well to understand and interpret a play.
2. A director must use imagination to plan an interpretation of a play.
3. A director must be able to communicate his ideas to the actors and designers.

Review the fact that there is no single training for a director. Some directors go to drama school or college, some do not; some are actors, some are not; some have worked on many productions, some have worked on few productions. Generally speaking, however, students who are thinking about becoming directors should gain all the theatre experience they can. Experience in every area of production is helpful to a director, who must know about and plan every aspect of a play.

ACTIVITY NOTES

Activity 6, Lesson Review

Student workbook review activity

Begin by having students complete page 115 in the Student Workbook. Discuss each answer.

Evaluation activities

Pages 116 and 117 in the Student Workbook are included to evaluate Objectives 6.1 and 6.2. Have students complete the exercises. Discuss their answers. Record the students' scores on the Class Progress Log.

ACTIVITY NOTES

ACTIVITY DIRECTIONS

Lesson Seven
Preparing for a Career in the Theatre

Preparing for a Career in the Theatre

Lesson Objectives

7.1 The student will name theatrical careers he or she could prepare for at Gallaudet College.
7.2 The student will name ways that a high school student can explore an interest in drama.

Materials Provided

Student Workbook (pages 119-139)

Materials and Equipment Needed

none

Vocabulary Introduced in the Lesson

Prerequisite

Activity 1, Exploring Your Interest in Drama

Student workbook activities and class discussion

Read and discuss the information on pages 120-124 in the Student Workbook.

The information on pages 122-124 is excerpted from the Gallaudet College Catalog. Explain the word *prerequisite* to the students.

PREREQUISITE—a course which must be completed before taking another course.

ACTIVITY NOTES

Activity 2, Lesson Review

Evaluation activity

Have students complete page 125 in the Student Workbook to evaluate the lesson objectives. Discuss the answers. Record students' scores on the Class Progress Log.

Reviewing the unit

The Unit Review on pages 127-139 of the Student Workbook is provided to assess the students' learning that has taken place throughout the unit. Questions related to each of the unit objectives are provided. Prior to the administration of the Unit Review, teachers should conduct at least one of the vocabulary exercises and games described below.

Have students complete the Crossword Puzzle on page 126 of the Student Workbook. Discuss the solution after the students have finished.

Use cut-up cards from Teacher Resource Sheet A, Vocabulary Cards, to review the words.

VOCABULARY REVIEW DIRECTIONS

1. Write each of the vocabulary words on the chalkboard.
2. Put the vocabulary cards in a stack.
3. Draw one card at a time and read the definition to the class.
4. Have the class identify the vocabulary word which matches the definition.
5. Repeat the procedure. This time divide the class into two teams. Award a point to the team if one of its members can identify the vocabulary word.

Play Clueword or Sentence Challenge with all of the vocabulary cards. (See Lesson 1 for directions.)

ACTIVITY NOTES

ANSWER KEY TO THE STUDENT WORKBOOK

Answer Key

Lesson 1

Activity 2, page 2
1. stage
2. audience
3. character
4. actors

Activity 2, page 3
1. actions
2. action
3. plot
4. conflict
5. problem

Activity 2, page 5
1. stage
2. audience
3. drama
4. characters
5. actions
6. plot
7. conflict
8. resolve

Activity 3, page 11
1. *Suzanne* and *her parents*
2. *Suzanne* wants a *motorcycle*
3. Parents
4. Suzanne's brother, Steve
5. Suzanne's parents agree to allow her to have a motorcycle

Activity 3, page 12
1. c
2. *Tom* and *Jack and his friends*

Activity 3, page 13
1. a
2. Jane and Sue

Activity 3, page 14
1. a and d
2. Joe and Tim
3. Joe and himself

Activity 3, page 15
1. e
2. The girl and the rain

Activity 4, page 20
1. actor
2. portrayed
3. character
4. portray

Activity 6, page 27
1. production
2. producer

3. produce
4. production

Activity 7, page 28

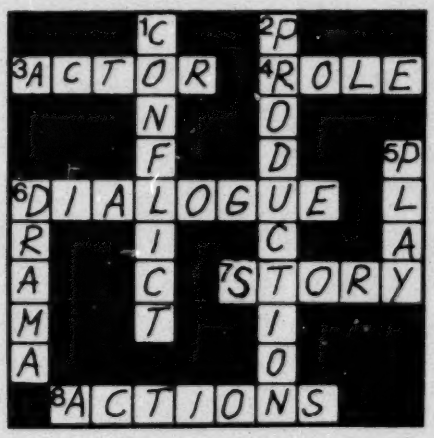
1. plot
2. play
3. drama
4. conflict
5. dialogue
6. character
7. setting
8. action
9. actors
10. production

Acrostic Message

NATIONAL THEATRE OF THE DEAF

Activity 7, page 29

Crossword Puzzle Key



Activity 7, page 30

1. plot
2. play
3. stage
4. story
5. portray
6. character
7. actor
8. drama
9. audience
10. scene
11. act
12. action
13. solve
14. conflict

Activity 7, (Lesson Review, Part I), page 31

1. F
2. D
3. A
4. G
5. C
6. I
7. H
8. B
9. E

Activity 7, (Lesson Review, Part II) page 33.

1. b
2. a
3. c
4. b
5. b
6. a
7. b
8. c
9. a

Activity 7, (Lesson Review, Part III) page 34.

1. a
2. e
3. c

Lesson 2

Activity 2, page 41

1. playwright
2. script
3. acts
4. scenes
5. set
6. properties
7. directions
8. imagination

Activity 2, page 42

1. playwright
2. play
3. comedy
4. tragedy
5. script
6. playbook
7. setting
8. props
9. dialogue
10. stage

Activity 4, (Lesson Review), page 46

1. characters
2. setting
3. dialogue
4. stage directions

The playwright's jobs are: 6,7,8,10

Lesson 3

Activity 2, page 50

1. August night
   living room
2. Sunday morning
   minister's office
3. night
   French town

Activity 2, page 56

1. set designer
2. playwright
3. set
4. setting
5. sketches
6. director
7. floor plan
8. scenery

Activity 2, page 57

1. a. sofa
2. a. UC
3. c. UL
4. b. the chair

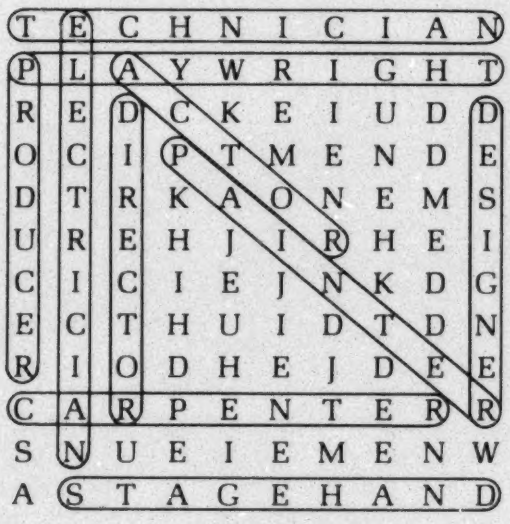
Activity 4, page 72

1. costumes
2. costume designer
3. actors
4. audience
5. colors
6. sketches

Activity 6, page 74

1. producer
2. electrician
3. playwright
4. stagehand
5. designer
6. technician
7. carpenter
8. painter
9. director
10. actor

WORD SEARCH KEY


T E C H N I C I A N
P L A Y W R I G H T
R E D C K E I U D D
O C I P T M E N D E
D T R K A O N E M S
U R E H J I R H E I
C I C I E J N K D G
E C T H U I D T D N
R I O D H E J D E E
C A R P E N T E R R
S N U E I E M E N W
A S T A G E H A N D

Activity 6, (Lesson Review), page 75

1. h
2. f
3. d
4. b
5. c
6. g
7. a
8. e
9. i

Activity 6, (Lesson Review), page 76

1. C
2. E
3. D
4. F

Activity 6, (Lesson Review), page 77

Floor Plan B

Lesson 4

Activity 1, page 85

1. interpret
2. interpretation
3. improvise
4. improvisation

Activity 1, page 88

1. F
2. D
3. A
4. G
5. C
6. J
7. H
8. E
9. B
10. I

Activity 5, (Lesson Review), page 89

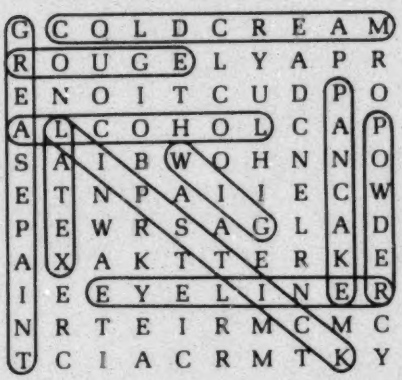
1. learns lines, and stage movements
   interprets the character
2. a
3. b
4. a, c, d, f

Lesson 5

Activity 3, page 98

1. cold cream
2. rouge
3. alcohol
4. latex
5. greasepaint
6. pancake
7. powder
8. eye liner
9. wig
10. lipstick

WORD SEARCH KEY


G C O L D C R E A M
R O U G E L Y A P R
E N O I T C U D P O
A L C O H O L C A P
S A I B W O H N N O
E T N P A I I E C W
P E W R S A G L A D
A X A K T T E R K E
I E E Y E L I N E R
N R T E I R M C M C
T C I A C R M T K Y

Activity 3, (Lesson Review), page 99

1. a. to portray characters
   b. to make their faces visible
2. fades
3. cold cream
4. greasepaint
5. eyebrow pencil or eye liner
6. rouge
7. powder
8. hair gray
9. latex
10. cold cream

Activity 4, (Lesson Review), page 100

1. b
2. b
3. a
4. b
5. b

Lesson 6

Activity 6, (Lesson Review), page 115
Correct answers will vary

Activity 6, (Lesson Review), page 116

1. b
2. b
3. d
4. c

Activity 6, (Lesson Review), page 117

1. Blocking A
2. Blocking B

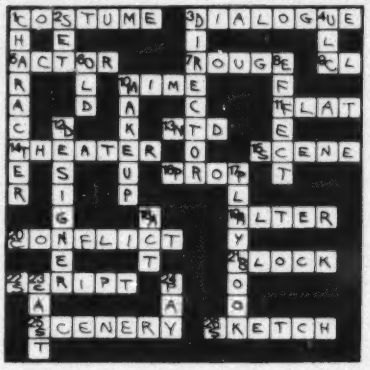
Lesson 7

Activity 2, (Lesson Review), page 125

1. The student may name any of the following:
   a. drama teacher
   b. technician (or a specific title)
   c. designer (or a specific title)
   d. director
   e. actor
   f. playwright

2. a. drama class
   b. drama club
   c. high school plays

Activity 2, (Lesson Review), page 126



UNIT REVIEW, pages 128-139

Objective 1.1
1. d, 2. c, 3. d, 4. b

Objective 1.2
3. d, 4. b

Objective 1.3
5. a, 6. b, 7. d

Objective 2.1
8. b, 9. d, 10. c

Objective 2.2
11. c, 12. a, 13. b

Objective 3.1
14. d, 15. d, 16. c, 17. a

Objective 3.2
18. b, 19. a, 20. d

Objective 3.3
21. b, 22. c, 23. a

Objective 4.1
24. b, 25. c, 26. a, 27. b

Objective 5.1
28. b, 29. a, 30. b

Objective 6.1
31. b, 32. c, 33. c

Objective 6.2
34. c, 35. a, 36. d

Appendix A

History of the Career Education Project

THE CAREER EDUCATION PROJECT

The intent of the Career Education Project is to provide teachers and students with instructional materials which integrate career education concepts into content areas. Each of the fourteen instructional packages in the project deals with a specific segment of the curriculum and includes activities which will increase the students' career awareness and provide opportunities for career exploration and planning.

The developmental phase of the project was a joint effort of the Model Secondary School for the Deaf and the Center for Vocational Education at the Ohio State University in Columbus, Ohio. Working with individual teachers at the MSSD, the CVE staff adapted thirteen units for hearing impaired students from materials which had been originally developed for a hearing population. The adapted units were tried out in classrooms at the MSSD during 1975 and 1976. The CVE staff revised the units based on information resulting from the tryouts.

In 1976 a decision was made by the MSSD to reevaluate the materials. The evaluation design required the development of a statement of objectives for each unit and a unit test which would include items for each objective. Information was also collected by means of daily logs and lesson evaluation forms completed by the pilot test teachers. Lesson evaluation forms were also completed by the student participants. Biweekly meetings with the teachers and at least two classroom observations were conducted by instructional designers, evaluation specialists, or supervising teachers.

During the period from 1976 to 1978, twelve units, including one new unit developed at the MSSD, were tried out in classrooms at one or more sites. Pilot tests of the units were conducted at the MSSD, at John Hersey High in Arlington Heights, Illinois, and at the Passaic County Technical and Vocational High School in Wayne, New Jersey. The two remaining units were reviewed by potential users and others with expertise in the evaluation of materials for hearing impaired students. Twenty-three teachers and 118 students participated in the evaluation of the materials. More than thirty hours of classroom observation and sixty hours of interviews were conducted.

At the conclusion of the evaluation, a decision was made at the MSSD to prepare the twelve units for national dissemination following final revisions. Revision decisions for each unit were based on information from the pilot test of that unit and on information which came from the project as a whole. Each unit was redeveloped into an instructional package which included a Teacher's Guide, a Student Workbook, and a variety of other resources needed to conduct the lesson activities.

Revisions focused on the following areas:

1. Development of a student workbook
2. Revisions to existing artwork, development of additional artwork
3. More emphasis on vocabulary development and practice
4. Better integration of career information with the content
5. Elimination of difficult language structures from existing student materials
6. Reduction in the number of new vocabulary introduced in each lesson
7. Development of additional resources such as filmstrips, transparencies, games, and posters